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| **Fourth Grade ETIL Benchmarks – Curriculum Plan** | |
| **Information Literacy Benchmarks:**   * Follows a model or template provided to complete inquiry projects and follows a timeline. * States the big idea orally, in writing, or by creating a simple mind map: * Generates ideas and key words for a research-based project with guidance. * Recognize organizational features of electronic information (for example, pull-down menus, keyword searches, and icons) to locate information. * Understands principles of searching an online catalog or any system:   + Participates in supervised use of search engines and bookmarked Web sites to access appropriate information . * Organizes information using various note-taking strategies (e.g., outlining, underlining, bulleted lists, 2-column notes, highlighting, graphic organizers. * Review notes to determine main idea, make inferences, and draw conclusions with guidance. * Report findings using a teacher-directed format (e.g. multi-media presentation, publication, written report) incorporating appropriate writing strategies (e.g. 6-Traits, Writing Crafts), for a specific audience. | **Lessons:**   * Library 101 * Computer 101 * Class or individual book reviews * Dewey-a-thon * Almania (game using almanacs) * Author studies on individual authors * Banana Split Lesson (research tools) * Reference book review * Bibliographies * Genre overview * Genre booktalks & bookmarks * Poetry PowerPoints – all elements of poetry * Poetry Break (making poetry fun) * One Sentence Summaries (writing) * more… |
| **Technology Benchmarks:**   * Use age appropriate citing of sources for electronic projects. * Creates a variety of grade level appropriate media for collaborative projects. * Utilizes technology as a source of information, learning and entertainment. * Choose forms of information and communication technology and explain how it relates to collaborative group work, productivity (assignments), and lifelong learning. * Explain various technology resources that could benefit individuals with various physical and personal needs. * Compare and contrast electronic information sources that provide examples of accuracy, relevance, appropriateness, and bias. * Discuss scenarios describing acceptable and unacceptable uses of technology. * Discus issues regarding the ethical use of technology. * Discuss ways technology has changed our world. * Recognize the need for security applications (virus protection, filters). * Use and manage electronic files. * Reinforce formal keyboarding instruction and expectation of use of proper keyboarding skills. * Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check). * Use task appropriate tools to create digital projects that support learning (e.g. Word processors, spreadsheets, graphic organizers, presentation software, publishing software). * Identify software issues and ask for help. * Apply learning from one software tool to another. | **Lessons:**   * Keyboarding (intensive) first two weeks of school * Yesterday I had the Blues (writing) * Create and save your own letterhead * Use of all types of software * Graphing using spreadsheets * Website evaluation * more… |
| **Internet Safety (I-Safe):**   * Identify and use grade level appropriate instructional chat rooms (live chats with Author, Ask a Librarian) * Identify safety precautions that should be taken while online. | **Read Alouds:**   * CCBA books * The Science Project That Ate the School (scientific process) * All the Lights in the Night (Hannukah) * Amber on the Mountain * Bringing the Rain to Kapiti Plain (Africa) * One Grain of Rice * The Elephant Truck (Africa) * White Socks Only (Martin Luther King Day) |
| **Collaborative Projects:**   * Colorado – extensive collaboration on all elements of this unit, including assessment * Africa – webquests, research and more | |